CHAPTER TWO
LITERATURE REVIEW

2.1. Previous Studies

This research focuses on offline learning that has been researched by several previous researchers. In this case, the previous study from previous researchers was used to support and compare the result of the previous study. The researcher has summarized four studies that are relevant to a relationship in this study. There are Wati et.al (2019), Nadila (2016), Putri et al (2013), and Karimzadeh et.al (2017). Further discussion can be seen below:

The first study was conducted by Wati & Rozimela (2019) with the title *"The Use of Dubbing Video Technique for Improving Students Speaking Skill and Confidence of Senior High School Students"*. In this study, the researcher conducted research in SMAN 1 Kubang for eleventh grade. The researcher implements text procedure video as media in dubbing practice. This study is use quantitative research by using one group pre-test and post-test. The instrument that the researcher use is speaking test. Based on the author's teaching experience, the problem faced by students in speaking is a lack of ideas. Many students don't know how to express their ideas because they are lacking vocabulary. Consequently, they don't have the confidence to express their ideas. Considering the problem, the researcher does the research to target populations were students who lack speaking skills.

The second study was conducted by Nadila (2016) with the title *"Students' Difficulties in Speaking English in the Tenth Grade at SMKN 1 Singosari"*. This studyaims to find out the vocational students' difficulties in speaking English. In this case,

the researcher has collected some data from the results of surveys and interviews. This research used a descriptive qualitative design. The data were collected from the tenth-grade students of TPm1 (Teknik pemesinan/machinery engineering) and two English teachers of SMKN 1 Singosari. There were thirty-four students in the tenth grade of TPm1. The procedures used by the researcher to collect the data were classroom observation, interview, and documentation. Based on the observation and interview, it was found that grammar, vocabulary, inhibition and use of mother tongue were difficulties faced by the students in speaking English. Based on the resultof this research, the researcher suggests the English teacher at vocational high school,to know the condition and the situation in the class, and build an interactive pre- teaching to create conducive atmosphere. Then, the teacher must minimize the use ofmother tongue. Teacher also needs to apply different methods in teaching of English especially in speaking skill. Consequently, the researcher suggests to teacher to solve this problem by using teaching strategy that suitable for students.

The third study was conducted by Putri et al (2013) with the title "*Students' Speaking Achievement Through Story Completion Technique"*. This research was conducted for second-grade students of SMPN 4 Bandar Lampung. This study aimed at (1) finding out whether there was an increase of students speaking achievement after being taught through story completion technique, and (2) finding out the aspects of speaking of the students that increase most after being taught through story completion technique. The researcher carried out quantitative study with one group pre-test and post-test design, involving one class as experimental class. The instrument in this research was speaking test and recording. This study used content and construct validity, and inter-rater reliability to measure the consistency of the test. The results of data analysis showed there was an increase of students speaking

achievement after being taught through story completion technique. Then, comprehensibility increased the most of the other aspects of speaking. Hypothesis test showed that the significance value (2- tailed) was 0.000 (p<0.05). It could be concluded that null-hypothesis was rejected, and it was inferred that story completion technique increase the students speaking in all aspects especially in comprehensibility.

The fourth study was conducted by Karimzadeh & Ghahroudi (2017) withthe title *"English Animation Dubbing Based Techniques and Iranian Intermediate EFL Learners Native like Pronunciation Development"*. The focus of this research is investigating lots of variations in dubbing techniques leading to more practice, higher motivation, and confident and more successful speakers of. In order to investigate the relationship between dubbing and improved suprasegmental features, 24 homogeneous intermediate 10–15-year-old learners were chosen from 40 randomly by an oral test that was divided to two sub groups, in experimental who received treatment and 12 in control group without that. Students took post-test orally and their performances were recorded and investigated. The result of data analysis indicated that dubbing based strategies have a significant influence on native like pronunciation development. The present data were analysed using independent- samples t-test which assumes normality of the data and homogeneity of variances.

These four studies above have similarities and differences in their research. The fourth similarity is the use of video dubbing as a learning strategy. The similarity between the four studies above and this research is the researcher uses dubbing practice to improve speaking skills. The difference between the four studies above with this research is the four studies above use video or film dubbing only as a medium, while this research uses dubbing as a project because students will be

presenting the results of their voiceover project finally orally. This research will use narrative videos to apply dubbing practice. As a result, students can improve their speaking skills by using dubbing practice in narrative videos with high learning enthusiasm because this method will be very interesting and fun.

2.2. Theoretical Framework

2.2.1 Definition of Speaking

Speaking is the ability to speak which not only presupposes knowledge of the language but also the ability to process information and language. According to Tridinanti (2019), speaking is a language skill that involves two or more people in two directions of communication in life. Thus, speaking is the most important skill among all four language skills to be able to communicate well in this global world. Brown (2001) defined speaking as an interactive process of making meaning that including producing, receiving, and processing information. In line with Tridinanti (2019), she stated that speaking skills are one's important skill to improve English proficiency from the very beginning of language learning. In this modern era, communication skills play an important role and one must have mastery over these skills to achieve success in their respective fields. Therefore, several schools have implemented full English communication while learning English with the aim they are accustomed to communicating in English.

The progress of English as an international language is very influential in every field, especially education. Many students are very passionate about English cause they know the benefits of learning English in the future. However, not infrequently many students feel very difficulty with the existence of English as something that must be learned. Therefore, appropriate teaching methods or learning strategies are needed to help students improve their speaking skills and self-confidence. The ability to speak

English is a skill that must be trained continuously. By having a lot of knowledge about English vocabulary and being equipped with good self-confidence, speaking English in public is no longer a difficult thing for students to do.

From the explanation of some experts above it might be understood that speaking is one of the four skills that should be master. This skill has been taught to students. They have been taught the way how to convey their idea accurately trough verbal communication and based on the fact for some case there are still many students that experience the difficulties in speaking English.

2.2.2   Aspects of speaking

According to Harmer (2001) speaking has many different aspects that including in two major categories: accuracy is involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Fluency considered being the ability to keep going when speaking spontaneously. Moreover, accuracy is ability to produce correct sentences using correct grammar and vocabulary, and fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other word, the speaker can read, understand, and respond the language clearly and concisely while relating meaning and context. According to Harmer (2001), speaking is complex skill because concerned with five aspects of grammar, pronunciation, vocabulary, fluency, and comprehension. It is in line with Brown (2001) that five aspects of speaking such as comprehensibility, vocabulary, pronunciation, grammar, and fluency are important components that must be paid attention if someone want to speak well. The five components of speaking that must be learned such as:

1.   Grammar

In assent with Febria (2017), grammar is one of the rules that describe how people used a language. The purpose of grammar is to learned a correct way to gain expertise in language by oral written forms. Grammar is needed to arrange a correct sentence in conversation.

2. Fluency

According to Heaton (1998) in Saputra (2018), the signs of fluency include a reasonably fast speed of speaking and with a small word pauses like "um". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore, Fluency the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches. Fluency can be defined as the ability to speak fluently and accurately.

3. Vocabulary

In accordance with Schmitt and Clapham (2001) vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it. Vocabulary means the appropriate diction which is used in communication. Without vocabulary, learners cannot communicate effectively or express their ideas through speaking.

4. Pronunciation

In keeping with Rahmiyati (2021), she stated that pronunciation is the way for students' clearer language when they speak. A speaker who constantly

mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

5. Comprehensibility

Comprehensibility is generally intelligible; oral or written language that is easily

understood. Comprehensibility is mind, act power of understanding exercise aimed in Improving is testing ones. In other word, the lower comprehensibility of a speech it is more difficult the speech to understand.

Based on several explanations about speaking above, the researcher can conclude that speaking is one of the most important and primary language skills also as the first way to communicate with people in other countries. Speaking is the most difficult aspect in the teaching and learning process English because speaking must involve several aspects such as grammar, vocabulary, pronunciation, and involves several components in linguistics. Therefore, in other words speaking is a means of communication and interaction with others people to obtain or share information, ideas, knowledge and other. In simple words, fluency more often emphasizes formal teaching, language acquisition, grammar competence, and grammar methods of translation, while fluency is related to level proficiency in communication and emphasis on procedural skills, expression proficiency, lexical phrases, social interactions, topics, and discourse required.

2.2.3   Speaking objectives

To build a good communication with other people the ability to speak is very needed. With good speaking skills, the interactions that occur will go well. The ability to speak well can be used for many things. As claimed by Richards (2008), there are three major functions of speaking: speaking as interaction, transaction, and performance:

1. Speaking as interaction

   In daily lives, people use speaking to interact with other people. When someone

meets other people they will exchange greetings, make small talk, share their experiences and so on. When someone talks with other people and exchanges information, they will speak in a language that is relaxed and comfortable. This happens because they want to build a comfortable interaction zone with other people. Speaking as an interaction has several main characteristics as follows: having a main social function, reflecting role relations, reflecting the speaker's identity, understanding conversational conventions, reflecting the level of politeness, using many generic words, being constructed together.

2. Speaking as transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard to speaking types, beside recognizing interactional speaking as medium for maintaining social relationships between the participants, also need to recognize transactionalspeaking as a medium for transacting message being spoken

3. Speaking as performance

This refers to public that transmits information before audience, such as classroom presentation, public announcement, and speeches. The main feature of talk as performance are: describing something, asking questions, confirming information, making suggestion, clarifying understanding, etc.

Based on the explanation above, the researcher conclude that speaking has many objectives that very important in life. The ability to speak with good command but not necessarily perfect intonation, vocabulary, and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without generating comprehension difficulty or loss of communication.

2.2.4   English Teaching Instructional Media

Media is an important element in the teaching and learning process. Media is needed as a support for teaching and learning activities to be more optimal. Learning by using the right learning media will help students understand the material taught by the teacher. It is supported by Handayani (2019), who stated one o

f the main functions of the media is a tool for learning to teach that influences the conditions and learning environment organized and created by the teacher in the process of learning. In agreement with Wati (2019), media as supporting system for teacher that can help the teacher to teach the students easily. It can create the teaching-learning process more interesting. The teacher may prepare several media such as laptop, projector, and loud speaker.

Commonly, there were three kinds of instructional media, they are: audio, visual and audio-visual media. For teacher's media had function as helper, supporter, and mediator in teaching learning process. In using the media, teacher could achieve the effectiveness, communicative condition especially in teaching English. Three kinds of instructional media accordingly from Al-Qarni (2015) such as:

1. Audio Media

   Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or compact disc.

2. Visual Media

   Visual media is a media that is useful because of its pictures. It is to distribute the message from the sources to the receiver. The examples of visual media are picture/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

3. Audio-visual

   Audio visual media is a medium that is useful because collaborate of sound and picture. Television (TV) and video are the example of this kind of media.

In teaching learning process, media are help teachers and their study activities, according to Al-Qarni (2015) there are some functions of media in teaching learning process:

1. The teaching learning process will increase student`s attention because there are media that make teaching learning situation more fun and interest. Moreover, teaching would be more variety it is not only limited on teacher instruction, so this way the student does not feel bored.

2. The meaning of the material that be taught is easy to understand and it also makes the purpose of teaching very well.

4. The student are more diligent to study because they are not only listening from the teacher`s explanation but student also do the other activities observe, to demonstrate, and other.

In this researcher, the researcher takes one kinds of media for this research, namely audio visual media. One of the examples of audio visual media is use video. For this research video as media that is guided by the teacher when learning to speak English.

The learning videos will later be displayed in the form of video animations which is related to the material being taught. Video material can come from sites such as YouTube. In this study, researcher will use YouTube videos as a medium to carry out dubbing practices. In compliance with Sulfemi et.al (2020), stated that media especially audio-visual, increases student motivation in the learning process and learning outcomes. The utilization of video media-based learning methods can be

created or specified with video dubbing learning strategies. The strategy with video dubbing practice is very useful to help students express their ideas based on the videos they watch sequentially to their speaking skills and confidence. Besides that, in creating their ideas they will learn to translate the vocabulary they have compiled into English. In this process, students will try to translate Indonesian vocabulary into English which will indirectly increase their knowledge of English vocabulary. As the subject of the study, the Teacher will use the videos taken from site youtbe.com which is relevant with the material that will be thought toward the tenth-grade students. Some of that video will show about the narrative story.

2.2.5   Concept of Dubbing Video

According to Öktem (2019), dubbing is a type of audio-visual translation where dialogues are translated and enacted consequently that they give the impression that the media is in the target language. Pursuant to Amalia (2018), video dubbing utilizes authentic video clips, with which learners dub the voices of muted characters. In the same line, Burston (2005), state that the more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack.

The dubbing technique is the appropriate technique to motivate and build student confidence speak. This technique helps students to develop their speaking skills and confidence to produce voice and language. There are several stages of implementing dubbing such as active view, freeze framing, and prediction, mute display, sound on and off activity, repeat and role-play activity, reproduce activity, video dubbing

activity, and follow-up activity. The dubbing technique is very good for learning English speaking, cause this technique is very fun and interesting. Thus, can make students enjoy learning English. It is supported by Iin (2017), who stated the use of video dubbing can attract students' attention and motivation in the learning process and also makes the classroom atmosphere more comfortable and enjoyable sostudents are interested in expressing their feelings. It is effective to make children more confident, and class activities make students speak English. It is effective to make children more confident, and class activities make students speak English.

Nevertheless, to implement dubbing technique the researcher must be consider to several design level of technique analysis. It is adopted from Jack (1986), such as:

(1) What the objectives of a technique are.

(2) How language content is selected and organized within the technique, that is the syllabus model the technique incorporates.

(3) The type of learning tasks and teaching activities the technique advocates.

(4) The roles of learners.

(5) The roles of teachers.

(6) The role of instructional materials.

Related for this research, the objective of the technique is to help the students to enrich their English-speaking skill then be a modern and smart student because the technique is about technology. At that point the syllabus models the technique incorporates in this research is students are expeced to be able to speak and to communicate with others in English in daily life, both in spoken and written.

Formerly, the type of learning tasks and teaching activities are: the student have to choose the video they want to dub, watch the chosen video, fill the audio (dub), and present their dubbing in front of the class. Afterward, the main activity in this

technique seems like role-play method that need the student participation in doing something (to be someone in the video). Before doing dubbing video, the students need to choose video that they want to dub or present that already given by the researcher. Ensuing, the roles of learner in video dubbing are: do the brainstorming, make the group that consist of 2 students in every group, discuss the video and present the video in front of the other group, and do individual test (present their dubbing individually in front of the class).

In this research the roles of teacher in video dubbing are ask the students to do the brainstorming by asking some question that related to the material, put the students in the group which is consist of 2 students in every group, explain to the student about what they want to do in their groups, ask the student to doing the discussion about what they want to present that is to fill the audio in video, ask students to dubbing a video individually as their final test, then watching the students presentation and evaluate their speaking. Last is the role of instructional materials that is respect to objective, content, learning activities, the learner and the teacher role. Material will allow learners to progress at their own rates of learning. The material will allow for different styles of learning. Material will provide opportunities for independent study and use. Material will provide opportunities for self-evaluation and progress in learning.

2.2.6   Teaching English Utilizing Dubbing Practice

Teaching is the process of setting, and organizing the environment around students consequently they can foster & encourage students to implement teaching and learning processes well. Therefore, appropriate teaching strategies are needed in the classroom. The purpose is to make students understand the materials and can reach

the skill that they must master it. According to Zaim (2014), they stated as a good teacher implementing the strategy must be considered as well as possible the strategy can be applied to all students and whether the results obtained are the expected final results. In teaching English many strategies can be used one of the strategies is video dubbing. Dubbing practice is a strategy for teaching English in a fun way that increases students' speaking skills. It is also supported by Karimzadeh et.al (2017) who stated this technique helps students to develop their speaking skills and the confidence to produce their voice and contextual language texts. Then, this strategy will reduce stress for students and make the learning process fun. In this study, the researcher uses narrative text material to implement this technique. Narrative text material is suitable to use because there are so many kinds of narrative videos that can be used in implementing video dubbing to practice. Moreover, need to know what are the stage or procedures of dubbing practice.

The procedure of dubbing practice developed from Navisha (2019) as bellow:

1. Watching the video, make sure you understand.

2. Rewrite and translate the dialogue/text into Indonesian.

3. Write the dialogue/text based on your part and keep practicing to pronounce.

4. Input the video into the editor application.

5. Mute the original voice of the video.

6. Record and input your voice based on your part.

7. Make sure your lips matching with dialogue or text.

8. Save your video project.

The procedure of dubbing video practice adopted by Manurung (2019) as below:

1. Video source selection. Researcher prepared video into duration ±5 minutes.

2. Students watched the video clip with no sound, analysing the language context, personality of each character in the video.

3. Researcher played the video and gave ±10 minutes for students for dialogue creation in a group of 2-3 students. As warming activity, researcher asked some students to dub video by creating their own storyline spontaneously.

4. Students read the dubbing script and rehearsed their pronunciation.

5. Students dubbed the video in front of the class

6. Researcher evaluated the students'

After seeing several examples of dubbing practice implementation procedures, a researcher summarized several sources into one dubbing procedure that can be used in this study. There are several stages of implementing dubbing practice adopted by Manurung and Navisha (2019) such as:

1. Active viewing

The students watch the video about narrative video and focus to find the information in the video. They watch the video to get specific details or specific features of the language. The students take notes about the information while the video is present. This is important for the students to not miss the important information or the main idea of the video. After viewing all of the videos teachers ask the students to answer the questions that have been given before. The students are required to answer the questions orally. After viewing all of the videos teachers ask the students to answer the questions that have been given before. The students are required to answer the questions orally. Through these answers, the teacher sees the student's comprehension of the video. This activity is to train students speaking ability and to build their self-confidence in speaking English.

2. Freezing framing and prediction

The activity fires the imagination of the students by leading them to predict and

deduct further information about the character or scene of the video. Freeze framing means stopping the picture on the screen by pressing additional information about the characters, body language, facial expressions, emotions, reactions, and responses. In this activity, the teacher plays the video and pauses it at a certain part. Then, ask a student about what the next situation is about? Then, the students predict the next situation or the character of the main character. The teacher plays the video as feedback to make sure the answer of students is correct or not.

3. Silent viewing

    Silent viewing raises the students' interest, stimulates their ideas, and develops the skill of anticipation. In silent viewing, the teacher plays the video without sound and tells the students about the storyline in the video. The teacher asks students to watch the video carefully. The students see the video (fairy-tale video) by watching the visual explanation to predict what the speaker says.

4. Sound on and off

    The teacher plays a section of the video unit and removes the visual element of the video, then the students hear only the sound but are unable to see the action. The teacher asks the students to listen carefully to the video of fairy tales. There is no picture on the screen, only hear the sound of the speaker. In this step, the students can imagine the storyline of the video. The students need to take notes to remember. At the end of this step, the teacher replays the video by using the visual element for the students can compare their imagination about the text and what happens in the video. It will improve the student's listening ability. Besides that, it will improve their pronunciation and vocabulary.

5. Repetition difficult word

When there are some difficult words in the video, repetition can be a necessary step communicative production exercise. A scene of the video is replayed with certain pauses for repetition either individually or in chorus. Repetition helps the students in pronouncing words. In this activity, the teacher asks the students to repeat what she/he says based on the video. After that, the teacher asks the students one by one to tell the difficult word that they find in the video. These activities are conducted to improve the students' speaking ability and build their self-confidence and pronunciation.

6.   Reproduction activity

The students are expected to reproduce the information orally that they have got in the video. It aims to improve their speaking skill based on the context of the text. The students do not be afraid if they make mistakes because the teacher will guide them to give corrections. Here, the students should be active because it will help them to express their idea, and improve their vocabulary, pronunciation, speaking ability, and self-confidence. In this activity, the teacher asks the students to find out information about the narrative from the textbook, the internet, material given by the teacher, and other sources which can help them to understand the text. They can figure out the definition, social function, generic structures, and language features of report text. Furthermore, the students should take note of all of the important information that they get from their book sources.

7.   Dubbing activity

The teacher gives the new video to the students. They will be watched the video part by part on twice repetition so that they can prepare about the important points or the important information of the video by taking notes. The students can preparethe

script or note of the video or the specific information to help them fill the soundof the video. The teacher asks a student to fill in the sound of the video narrative text; fairy tales. Then, the video will be played without sound. After that, the students start to fill in the sound of the video. They should describe orally based on the video. They not only fill the sound according to the script or note but also, theycan fill the sound based on their ideas that related to the video.

8. Follow-up activity

    In this activity, the teacher invites the other students to give comments or any addition about the performance of the students that have dubbed the video. Each student takes a turn in doing this activity. Then, the students discuss the video of narrative text based on the sources and activities that they have done. The students can be discussed the definition, social function, generic structure, and language features of procedure text. This activity is the end of the teaching and learning process in the implementation of the dubbing video technique. From the students' performance, the teacher can see how far the students understand the material of the lesson. In this activity, the teacher and the students conclude the material of the lesson. The students can also conclude the activity that has been implemented and how it uses to improve their speaking skills and self-confidence in using the English language.

2.2.7   Advantages and Disadvantages of Dubbing Practice

Dubbing practice as a technique that teacher can be used to promote process of teaching and learning especially in teaching English. There are many advantages and disadvantages to using dubbing in the process of learning English, especially in terms of improving English language skills.

Here are the advantages of dubbing practice:

1. According to Wati & Rozimela (2019), dubbing practice can develop students' speaking ability and self-confidence to produce sounds and language by themselves according to the context and it will make the process of teaching learning being fun.

2. According to Wei et al (2022), dubbing activity helped enhance students' interest in pronunciation as well as self-confidence.

3. According to Anantin (2022), dubbing technique can attract students' attention and motivation in the teaching and learning process.

Here the disadvantages of dubbing practice:

1. According to Vaverková (2018), disadvantage of the dubbing performance can be considered the loss of authenticity of the original sound and acting performances.

2. According to Widya (2022), dubbing practice spent a lot of time and media to use.

2.2.8 Hypothesis

This research applied two kinds of hypotheses as follow:

H_0 : There is no significant effect on students' speaking skill at SMKN 8 Bandar Lampung after being taught by using dubbing practice

$H\alpha$: There is significant effect on students' speaking skill at SMKN 8 Bandar Lampung after being taught by dubbing practice